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- : - A Reply to Dorothy Thompson - : -

By CATHERINE BULLARD

Miss Thompson's contention that the present "half-literate" situation, which she claims exists, is due to "progressive education" is basically wrong because at the present time there are so few schools really following the viewpoint of progressive education that their products could not possibly create the situation she feels exists. In the secondary schools at least, education is still overwhelmingly traditional in content, in method and in point of view. One has only to read the reports of the National Survey of Secondary Education, particularly those dealing with the subject matter fields, to realize this. The situation about which Miss Thompson complains is the direct outgrowth of the attempt to impose materials and methods, based on the old "faculty" psychology and "transfer of training" and originally intended for a selected group, to the unselected group now represented in our schools. Her indictment, therefore, is not an indictment of progressive but of traditional education.

To say whether the students in American schools do or do not compare favorably with those in European

schools, one would have to know the bases of the comparison. In the absence of such information, one should remember that almost without exception European schools are exclusive; those of America are inclusive. The democratic ideal, which has pervaded American education, aims not at training only certain groups but all classes. And not just certain classes but all classes are found in the schools in America. If one compared certain schools in this country, schools having the same sort of selection, with the European schools, one would undoubtedly get different results from those she implies.

That slipshod work is a necessary evil, inherent in the viewpoint of progressive education, is not proved; what is proved is that Miss Thompson and a lot of other people disagree as to what are the essentials of an education. To Miss Thompson they are evidently the three R's and the acquiring, if possible, of a photostatic memory. To others they may be a knowledge of the art of bricklaying or playing the piccolo. (Incidentally, had Miss Thompson's own training been as thorough as she insists it was

in the good old days, she should be in no need of the proofreaders she finds so lacking in the essentials.)

When the Sally about whom Miss Thompson is so concerned gets far enough along the road to being a journalist to see for herself that it is necessary for a journalist to know how to spell, she will learn how. And she will do it in less time and with less effort than if she learns because she is told that all cultured little girls know how to spell or that if she works hard and learns to spell she will find it much easier to memorize names and dates. When she really wishes to know French or German she will learn to make herself understood in an amazingly short time, without learning the traditional "This is a pencil"—"Here is a piece of chalk" brand of foreign language.

This insistence on the part of adults that all children should go through the same mill through which they—and their fathers and grandfathers—came, smacks often of the sort of thinking one finds among sophomores who insist that the primary reason for hazing freshmen is that THEY as freshmen were hazed and managed to live through it.

One of the anomalies in the criticism of the new ideas in education is that they come frequently from people who profess to believe that changes in the social and economic order are both desirable and inevitable. That they should oppose educational changes or believe that such changes are not necessary to accompany those social and economic changes is to say the least a contradictory sort of reasoning. It is obviously impossible for any institution to remain effective if it remains static when other institutions, with which it is vitally connected, are changing. The proponents of the new ideas admit that we must build on the past; what they insist on is that to build IN the present and FOR the future is equally essential.

That some people have gone to extremes in their enthusiasm for the newer ideas in undoubtedly true. It is equally true that many of the critics of the new ideas condemn these extremes in the belief that they represent the new ideas as a whole. After all, it is obviously fair to criticize the new only on the basis of as thorough knowledge of it as of the old. And

situations in which one can see the best of the new tenets carried out are as rare as the proverbial hen's teeth. The true test of the new ideas will be in the contributions, social and personal, of those trained under the new ideas. There probably will not be enough of these to make an appreciable showing for some decades. That they will make a better job of solving their own and society's problems will, of course, remain to be proved; that they can make a worse job of either than has been done by those of us trained under the old regime is doubtful.

The swing of opinion within the last ten to fifteen years has been interesting. Only a few years ago—and occasionally even yet one hears it—the hue and cry was against "regimentation," "crowding all students into the same mold," "turning out rubber stamps." Now the cry is that they are being allowed to go undirected, each his own way, that there are no standards, nothing every child who has finished a given stage or point in the school system can be expected to know. The only point of agreement in the two criticisms is that the product is deplorable. So say those who

believe the new ideas essentially wrong. The waiting list in the files of every really progressive school indicates that there are, however, many who believe those same ideas essentially right.

Probably the answer is that, as usual, the real truth, the best learning situation, lies somewhere between the extremes of either viewpoint. To make any progress it is necessary that some over-enthusiasts go far ahead of the main body of thought. To prevent general adoption of excesses it is necessary that the die-hard reactionaries act as a brake. So long as neither gets complete control of the situation, we shall eventually come out somewhere between the two extremes—at the point where those who favor the Greek ideal of nothing to excess would have started.

A question which seems likely to grow out of the controversy, and one which we might well ask ourselves in view of the evidence of considerably more prejudice than reason, more heat than light, more opinion than science, involved on both sides, is not WHAT education is best but whether ANY education is making us wiser or more tolerant.

CAMPUS CRIER

CENTRAL WASHINGTON COLLEGE OF EDUCATION

Vol. No. 12 Z 797

ELLENSBURG, WASHINGTON, THURSDAY, MARCH 31, 1938

No. 20

Members of History Club Attend Conference at Reed College in Portland

185 STUDENTS FROM NINETEEN SCHOOLS
IN ATTENDANCE

The International Relations Clubs of the Northwest held their annual conference at Reed College, Oregon, on March 25 and 26, and since the History Club of C. W. C. E. is a member of this organization which is sponsored by the Carnegie Endowment, eight students and Dr. and Mrs. Carstensen attended the conference. The History Club members that attended were Grace Walters, Ernestine Eschbach, Mary Ozbolt and Zola Long. The others of the group were Earl Edmundson, Leonard Burrage, Ralph Shriner and Dudley Taylor.

Colleges from Oregon, Idaho, Washington, Alberta, Saskatchewan and British Columbia were represented by about 185 students from 19 schools. This was truly an international conference in that not only were two nations represented but also in that various distinct nationalities as the Japanese, Chinese and Filipino were represented.

The conference itself was divided into three parts—that of round table discussions by the students, addresses by various prominent speakers, and meetings of the International Relations Club with Miss Amy Heminway Jones of the Carnegie Endowment in charge.

The principal addresses were given by Professor Graham Stuart, department of political science, Stanford University; Professor F. H. Soward, head of the political science department of the University of British Columbia, and Jay Allen, the well-known war correspondent of the Spanish War. Professor Stuart in the course of his lectures declared that the United States' policy of "non-intervention" was actually one of intervention because it did not aid the attacked nation and did not place any penalty on the aggressor nation. He also said that "... the German invasion of Austria 'was in the cards'—that it should have taken place sometime before it did as it really has been the desire of the Austrian people to unite with Germany." Professor Soward talked mainly of the relationship of the United States and Canada. "... that although Canada's foreign policy was closely tied up with that of the British Commonwealth, the foreign policy of the United States exerted a direct influence on the Canadian policy." He went on to say that the Canadians think that we Americans do not have enough confidence or trust in our President. In his lecture on the Far Eastern crisis, Professor Soward declared that Japan was forced into the war with China as a result of the Westernization of the Orient—that it was a sort of "sink or swim" proposition with Japan—she

(Continued on page 4)

SECOND PUBLIC FORUM APRIL 5 TEACHERS UNION TO BE DISCUSSED

The History Club will sponsor its second public forum next Tuesday night, when students, faculty members and the general public are invited to Room 228 in the Classroom Building to listen to two speakers talk on opposite sides of the question, "Can a Teachers' Union Improve Educational Conditions in America?" Mr. Joseph Trainor of the College faculty will speak on the negative side, and opposing him will be a visitor from the faculty of the University of Washington, whose name will be announced later.

The first of these forums was, on the whole, successful. Perhaps even more interest will be shown in the second. Union labor has made more news in the past two or three years in this country than any other American organization. The Teachers' Union, a young branch of the A. F. of L., has attracted the intense interest of both teachers and the public since its organization. The movement toward unionization of teachers has provoked much local and national controversy.

In the state of Washington particularly has discussion been necessarily keen, sometimes unnecessarily bitter. The State Department of Education is committed to a program of unionization of teachers. On the other side of the fence is the Washington Education Association, which believes that it can adequately care for all of the needs of its members.

There has, of course, been free discussion of this question on this campus before now. Dr. Samuelson has frequently shown his interest in the matter, and has encouraged such a forum as will be held next Tuesday night. The rules of the game as outlined by Mr. Barto at the beginning of the first forum will again be in effect: nothing that any speaker or questioner may say will be held against him after the close of the discussion. With such a subject, with two lively speakers, and with such a group as attended the first History Club forum, the second should be one that no one will wish to miss.

RASMUSSEN NEW I. K. HEAD

The Claw Chapter of the Intercollegiate Knights unanimously elected Jack Rasmussen as duke of the club for next year in their election of officers on March 10. Pledged to the club in the fall of 1936, Rasmussen has been one of the most active members in the club during the past two years. Besides being ready to take part in any work done by the organization, he has been outstanding in what he has done. The club feels fortunate in having such a man to lead them in their activities for next year. Other officers elected were Ken Meeks, scribe; Chuck Breithaupt, treasurer; Merrit Des Voigne, historian, and Frank Angeline, royal guard.

Prater Hogue, past duke of the chapter, was awarded the Intercollegiate Knight key, voted each year to the member who has been most outstanding in service to his school and club, and has best promoted the ideals of the Intercollegiate Knights. Be-

(Continued on Page 2)

Bulletin Board

All candidates for June graduation must fill out application forms by April 15.

—H. J. WHITNEY.

Tryouts for "Stage Door" will be held in the College Auditorium tonight (Thursday) at 7:30 p. m. and Saturday afternoon at 1:30 p. m. Enter through the lower side doors of the auditorium.

Public Forum in C-228 at 7:30 p. m., Tuesday, April 5. Subject: "Can the Teachers' Union Improve Educational Conditions?" Speakers: Joseph Trainor, and a speaker from the University of Washington.

I. K.'S INITIATE NEW CHAPTER

C. W. C. E. Sends Ten
Representatives

The Claw chapter of this organization was delegated to proceed to the University of Portland to initiate the present Service Club of that institution into the national order. The Knights of the Claw deemed it an honor to be elected to perform this service.

The existing service organization on the campus of the Portland University is at present a function of the associated student body of that school. Largely through the efforts of Prater Hogue, past Duke of the Claws, the Portland organization was encouraged to apply for membership in the Intercollegiate Knights.

The initiatory services were performed at the University of Portland during this spring vacation. The Claws are justly proud of this gesture of intercollegiate goodwill, and the local delegation, headed by Duke Jim Smith, made enthusiastic preparations for the trip. The University of Portland was host to ten members of the C. W. C. Knights during the program which included a formal initiation, banquet, dance and numerous other events in Portland. Claw members anticipated a very pleasant trip, recalling former experiences when our own service club was initiated into the I. Ks. by the Cheney Tomahawks just one year ago here on our campus.

The entry of the Portland group is most timely inasmuch as the national convention of the Intercollegiate Knights is to be held after the first of April at the University of Idaho. The Portland school will thereby be permitted to participate in this annual

(Continued on Page 2)

President McConnell Reports on Eastern Trip

SAYS THAT THIS COLLEGE HAS
FULL ACCREDITATION

President Robert E. McConnell addressed the members of the faculty at a dinner meeting on Tuesday evening, March 15. He pointed out the trends in education and the trends in teacher-training as he observes them and reported the activities of the American Association of Teachers Colleges and the convention of the American Association of School Administrators, which he attended at Atlantic City late in February. He pointed out that 152 teachers colleges out of 200 members of the Association have full accreditation and that this institution is one of the 152 with that rating. Ten years ago, only 70 teachers colleges had full accreditation.

The number of volumes in the libraries in the teachers colleges have doubled in ten years. The curricula have been lengthened, and the standards have been raised in general, he stated.

Mrs. McConnell accompanied him on the trip and reported their attendance at several plays in New York. They saw Gertrude Lawrence in "Susan and God," Ed Wynn in "Hooray for What" and Ruth Gordon in "The Doll House."

At the convention, they heard addresses by such famous men as President Hutchins of the University of Chicago, President Conant of Harvard,

John Dewey and William C. Bagley of Columbia, William Lyon Phelps of Yale, Michael Demiashevich of Geo. Peabody College, Charles Judd of Chicago, and Helen Keller.

President Frank W. Thomas of the Fresno State College was elected president of the American Association of Teachers Colleges, and Superintendent John A. Saxon of Pasadena was elected president of the American Association of School Administrators.

SAWDERS WILL LECTURE HERE

Major James Sawders will present an illustrated lecture on "South America" at the all-college assembly to be held at the Central Washington College on Thursday, April 7, at 10 a. m. in the College Auditorium.

Major Sawders, an able student of history and world politics, has traveled widely, and for the past 13 years he has toured the United States, lecturing on discoveries which he has made during his traveling. Major Sawders is a skilled photographer, and his lectures are illustrated with pictures which he has taken.

"What Can We Do About It?" Asks Hutchins in Final Saturday Post Article

PRESIDENT OF CHICAGO UNIVERSITY MAKES
RECOMMENDATIONS TO IMPROVE
EDUCATION

What can we do about it? Dr. Hutchins final article implies in this, his thesis, that the answer is to be forthcoming in the body of the article. After reading the essay with pleasure, it must be admitted, for Hutchins writes extremely well, delivering neat jabs in the most ticklish regions of The American Educational Anatomy, I am left wondering still, "What can we do about it?" And absurdly enough, after he takes such pains and space to explain just this. I am left in that unpleasant self critical position of wondering—My God. Am I one of those "hand-minded" individuals who cannot profit by education? Perhaps I just can't read.

Child Punches Time Card
But let's look at what Dr. Hutchins

proposes and in looking we need to review the criticisms which he brings against education. These criticisms are both apt and understandable. Hutchins laments, first, that in its present form, education, elementary and secondary, consists of the child's punching a time card. We describe our educational program in terms of time spent in school rather than in what the child has learned. "Yet subject matter is obviously more important than the period of incarceration in the school room." The record of the hours spent in the classroom doesn't tell us what the child has learned to do—"Sitting in a room where a topic has been expounded does not necessarily lead to comprehension of

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"The foundation of every state is the education of its youth."—Diogenes

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No Editorials!
Aren't you Relieved?
We Are!

For Your Information

(Editor's Note: This document was compiled at the end of last quarter; so that you may know how to plan your work this spring, we give you this for what it is worth.)

ZE ZAM EGGSZAM

The Day of Reckoning has "arove." Examination days are here and all is lost. Where have we been all quarter? By the special request of several of us, our fellow-sufferers we have compiled a long, complete, and VERY comprehensive list of the approved ways of preparing for an exam, and the proper precautions one should take while completing aforesaid exam. This list of rules, which is being published for the first time in any language, is absolutely new and original, and will NOT be found in any English Book—yet!

The first rules is very simple—find out from someone who knows (the professor, perhaps) what course you've been taking all quarter, what the name of the subject is, and get a vague inkling of what the lectures have been about—this should be done at least two days before the exam is given.

Next, look through your notebook for any notes you may have accidentally scratched down during one of the discussions. Look over your notes—if you can read them. You might even go so far as to organize all both of them—for with organized notes you have an unequalled advantage over anyone else in the class—or do you? Now you are ready for the next step. Look through the piles of books you've been dragging around all quarter—also scout around your room and search your bookcase and your desk—you may be able to find a textbook you can scan through—IF you happen to be one of those people who DO buy them—there are those who do! If you haven't a textbook you probably have that excellent reference book from the library (overdue four weeks) that will give you a faint idea of what the course is about.

As soon as you find out definitely how much you DON'T know—start worrying—but don't do anything about it—just worry!

If you have 27 cents you MUST go to the show the night before the test—it gives you something to think about! Afterwards, if you aren't TOO fatigued, you might cram a bit—but keep the radio on so you can get some "jamming" with your "cramming."

When you begin to feel a bit "droopy-eyed" push your books to one side and flop into bed—sleep until ten minutes before class time—run all the way across the campus—and dash into class all upset, unnerfed and five minutes late. You are now ready for the questions.

If the test is made up of "discussion" questions you're in luck—you just discuss—if you don't know anything about the subject just discuss anything you DO know something about—perhaps the "Einstein Theory"

or the "Strike Situation in Bali."

A True-False test can be done with your eyes closed. Cross your fingers and "eenie-meenie-miney-mo" all the way down the page. You'll get as many right as the person who thinks he knows ALL the answers—one of those things that has to do with the Law of Averages—or something.

In matching questions you just "match" until you run out of things to match—if a few items are left over in one column or the other don't let it bother you—probably just a mistake in the typing.

Of course blank spaces in a completion test are a bit baffling—you almost have to know something to complete each question, and the periods after each blank are so definitely final-appearing you don't dare to try to bury the question under a pile of meaningless words. Probably the safest thing to do is not to get caught in the same class with a completion test.

Write all you can without thinking—then think for five minutes—at the end of that time turn in your paper and leave. You may not realize it but you've actually finished your test—at least YOU'RE finished!

Ain't it a relief?

Rasmussen New I. K. Head

(Continued from Page 1)
sides participating in the regular service work of the club, he was chairman of Homecoming and took charge of the Colonial Ball, and was largely responsible for the organization and installation of an I. K. chapter at Portland University.

The following article was printed in the P. E. O. Record for March, 1938:
Chapter BF, Ellensburg, as a hostess to the Washington State Convention was aided by a group of young college men, who form a local branch of the "Intercollegiate Knights."

There are groups of men in nearly all colleges of the Northwest that devote themselves to service and loyalty to their schools, and to high personal standards of living.

"The Knights of the Claw" is the local Central Washington College of Education chapter of "Intercollegiate Knights," a college organization which devotes its time to building collegiate and intercollegiate good will.

The local chapter of the "Intercollegiate Knights" has very definitely established itself as a service club of the campus. Therefore any campus activity which has to do with the school activities directly or indirectly is of deep concern to this organization.

When the "Knights of the Claw" knew that the Washington State Convention of P. E. O. was to be held on their campus they volunteered their services to Chapter BF.

Members of Chapter BF, Washington, will always be grateful for this spirit of helpfulness, and for the many hours of cheerful assistance they received from the Knights during convention week.

It's a fine thing to know that there is a generous helpful intercollegiate organization with such high ideals, among our boys.

THE TRADE LAST

Two of our former students have prominent part in "The Petrified Forest," a forthcoming production of the drama department at the University of Washington. The part of Alan Squier, which Leslie Howard made famous on both stage and screen, is taken by Ralph Lewis. Gangster Duke Mantee is played by Charles Trainor.

Eastern College's A Cappella are going to present the oratorio, "The Creation," by Haydn, in May.

In the opinion of Novelist Sinclair Lewis, Dr. Maynard Hutchins, youthful president of the University of Chicago, should be the next president of the United States. In a recent lecture he said that the famed educator is "the kind of man who could face Stalin, Mussolini and Hitler and make them feel a little ashamed."

ROVING REPORTER

By PEEPING TOM

**The Reporter
roved so far
we haven't
found her yet.
However
she'll be back
next week.**

THE BELLS, BELLS,
BELLS, BELLS,
BELLS, BELLS,
BELLS

Some enterprising individual who evidently had an extra stop light has most generously installed it practically in the corner of the library—the object being, if any, to protect all capitalistic co-eds or anyone else who can afford a coke or a cup of coffee, as he wanders across the street from the Lib. to Edwards.

Not that anyone minds the stop light and the "Stop, Look, and Listen" sentiment attached to it, nor does anyone mind the lovely redness and greenness of the lights as they flash on and off with unbelievable regularity all day and half the night, but what does get a little monotonous after the first day or two is the shrillness, the noisiness, the persistence, and the everlasting (amen!) ringing of that bell. Casual comment: "Oh, for the peace and quiet of the Grand Central Station so we could get some studying done!"

During its installation last week people for blocks around kept looking for a fire, and finally decided the fire bell was ringing in a false alarm. It was quite a disappointment to them, especially since Joe wasn't around so they couldn't even find any Smoke.

Ring-g-g!! Ten people in the dormitories fall out of bed a midnight thinking it's morning or else their alarm clocks are working overtime.

Ring-g-g!! Half the people leave their alarm clocks ringing all night thinking it's morning or else their alarm clocks are working overtime.

Ring-g-g!! Eventually everyone on the campus waits expectantly for that sound then shudders as it blasts away for 20 whole counts—might as well ring uninterrupted all day—the echo lasts!

Perhaps there's an ordinance forbidding streets to go by without stop lights—perhaps it's a new style—perhaps it's some kind of a new reform—maybe somebody likes the sound of that bell—whatever it is—will some kind person having humanitarian interests please start a revolution in favor of "Mufflers for Stop Light Bells."

Women's League
Announces Nominees

The nominees for the Women's League Offices for the coming year were announced at the mixer last quarter. Mrs. Holmes urges that the League members vote for their choice of candidates as soon as possible after returning to school for the spring quarter.

The nominees announced were:
President — Katherine Hornbeck, Louise Perrault, Helen Sabloski.
Treasurer — Dorothy Eustace, Helen Fairbrook, Marie Lusby, Mary Manning.

Secretary — Elsie Berkey, Violet Hagstrom, Kathleen Kelleher, Carol Lippincott, Helen Rockway.

Social Commissioner — Marguerite Custer, Lois Dodge, Betty Dunn, Lois Kryger, Dorothy Lee Nicholson, Marie Rogers.

CONTACT...

**Spring is here, and tomorrow
is April Fool's Day, so excuse
me for not having a column
for you.**

--Anti-Social

Frills and Foibles

Well, fellows, you've had plenty to say about what the co-eds wear on the campus, so now the well-known worm is turning. You know, "turn about is fair play" and all that sort of thing, so thrust out your chins and prepare for the worst!

Guess it might be a good idea to hand out a few bouquets first, to sort of ease the pain of what's to come, so here goes:

Have you noticed what a good-looking Oxford pin-stripe suit Prater Hogue has been wearing lately? It's the double-breasted type with a bi-swing back... Another type of garb popular among the men is the combination of either dark or light slacks worn with a harmonizing plaid bi-swing jacket and bright shirt—Bill Reasoner, George Palo and the Fitters seem to be the outstanding exponents of this fad... Now that Sprung has sprung, there has been a sudden outburst of Palooka shirts on the campus. Wynne Rogers was the first to make his appearance in one of the giddy plaid affairs, and George Fitterer was whipping around in a brilliant red and blue plaid one... They're positively uplifting on these gray days... I for one hope to see more on the campus before long...

We like Bill Hopkins' hand-knitted sweaters—the brown one especially

... the loud socks sported by the men on the campus... Ham Howard was sitting in the library recently with an especially bright pair... Pettit's "Shirts of the Month"... John Honeycutt's wine red corduroy beer jacket... Al Goodman's and Arnie Gabrielson's hats-with-the-turned-up-brims (Jo College stuff!)... Lounsberry's gray double-breasted suit... the PINK, BRILLIANT BLUE and OLIVE GREEN gaberdine slacks seen in a popular Yakima shop, only who's going to have nerve enough to wear them?... Whiting's cords... (a collection has been taken up for some soap and may be had by calling at the Crier office.)

We promised to air a pet grievance, so here it is. What's the matter, boys, are you broke or are you planning to join the House of David? Your beards aren't too tough to cut off with razor blades are they?

We got this straight from a very prominent member of the Student Body, so it must be authoritative. He says that W sweaters will be very popular among lettermen this year. (What puzzles us is whether there is anyone in school who isn't a letterman?)

The first of this quarter should be the Fashion Editor's delight, on account think of all the nice new spring clothes she can prattle on and on about.

Faculty Members on
Inland Empire Program

Five people from Ellensburg are listed on the programs of the Fortieth Annual Session of the Inland Empire Education Association to be held in Spokane on April 6, 7 and 8, Dr. Robert E. McConnell, president of the Central Washington College, announced today.

Dr. E. E. Samuelson, director of personnel at the College, is chairman of the research section, which meets on Thursday, April 6.

Howard Deye of the music department will address the music section on the subject, "Practical Values of Extra-Curricular Instrumental Organizations."

Jessie Puckett of the physical education department will serve on a panel which will discuss "Can We Justify the Physical Education Requirements in College?" sponsored by the American Association of Health and Physical Education.

Helen Michaelson, professor of home economics, will address the home economics section on the subject, "Units of Work in Housing on the High School Level."

Don Patterson, principal of the Washington School, will address the elementary principals' section on "The Need of Cooperation Among Elementary Principals."

ASSEMBLIES
ANNOUNCED

Several outstanding entertainments have been scheduled for the assembly hour during the spring quarter. On Thursday, April 7, Major James Sawders, noted traveler and lecturer, will present an illustrated lecture on South America. On Tuesday, April 12, a quartette known as the Dixie Melody Masters will present the assembly program. Bob Wood, cartoonist, will present a chalk talk at the assembly on April 1. The College Orchestra will be featured in a concert on Thursday, April 14.

The last of the Community Concert Association series will be presented on Monday, April 18, when the Fowler and Tamara dance team will present an evening program.

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J. Kelleher

Education Forum

FACULTY AND STUDENT OPINION UPON THE ARTICLES IN THE LAST CRIER

I cannot answer your request to answer in support either of the extremes in the progressive or essentialists groups in education because I do not spell progressive education with a capital P or essentialists with a capital E. To my way of thinking much of the confusion regarding progressive education might be avoided if both groups would eliminate isolated examples and agree to confine their remarks to the same certain phases of education; namely, the philosophy, the psychology, methods, or the contents of the curriculum. One critic objects to education for a planned society and another tries to refute this by objecting to the teaching methods of appealing to the interest of the learner. Likewise, these contentions will have more merit if we can eliminate the age long practice of the criticism of youth by their elders.

The so-called progressives or essentialists probably will not disagree in any great extent over the philosophy of modern education which considers the needs of the learner, how he differs from his fellows, his attitudes, his interests, his creative abilities, his environment, and his activity in learning. Great teachers have always considered these factors and teachers not so great have often forgotten the child and permitted his own interests to carry him elsewhere. As to whether education should create a new society or prepare the child to live in the changing society he finds himself is a debatable issue and should not be credited to either group. Both the essentialists and the progressives can say look at the mess we are in as result of the other fellow's brand of education. Adopt my brand and avoid such troubles in the future. Who knows for certain?

As to what we shall teach may or may not lead us into different camps. I cannot agree with the classical curriculum for secondary education of some of the essentialists as a preparation for either college or life. Our large enrolments contain a large group of pupils who will not get the old curriculum try as they will. Home and community backgrounds are entirely different than they were in the past when the essentialists thought their kind of education worked successfully. In my opinion there can be much just criticism of many of the teachers of the so-called activity schools on what constitutes the needs of child. A. Gordon Melvin in his book, "The Activity School," which is much too conservative for some, explains the cause for this confusion to the approach of a learning activity. "In the first place needs have been confused with merely felt needs. Teachers have waited until the children actually requested this or that form of learning or asked this or that question. Teachers should reveal needs to pupils. . . . Furthermore it is essential that teachers assist children in evaluating their felt needs. Children feel many needs which may be the expression of organic drives or petty interests." Children may express great interest in a funeral, but a unit on funerals would be untimely, although history, literature, science, creative arts, and even arithmetic easily might be included in the unit. Children may be helped to desire their best needs. Nor should teachers confuse needs with merely present or immediate needs. It is frequently necessary to consider deferred needs and to give them preference over present ones. "In fact, the higher the school level the more necessary it is for children to learn to control their conduct in terms of deferred needs. The statement that education is life and not a preparation for life, has misled many in this matter. Education is life, which is a preparation for life. Thus we should not any more deliberately sacrifice the future to the present than we would the present to the future. It is quite true that as we teach the child, the child is living now. It is not necessary, however, to act as though he would be dead tomorrow."

The criticisms of Dorothy Thompson are pertinent and should not be disregarded by the emotionalized progressive. The pupils of one of the seventh grade English classes at the junior high school have been exchanging letters with children of their grade in England. Our pupils have observed that invariably the letters from England are better in composition, spelling and handwriting. In this case the needs in letter writing are the present needs of the individual as well as language needs of the individual in society. Are there any reasons why these language skills can not be learned best, and well learned, when a maturing need within the individual is met by a condition in the environment which calls forth that need" (the approach to the curriculum content in

the progressive school). I, along with the essentialists, can get terribly wrought up over some of the omissions in the curriculum of some of the new schools. One excellent and recent book on teaching states that computational skills in arithmetic are little needed since most of the computation today is done by machines and that pupils need only an informational knowledge of decimals. But on the whole even the essentialists will admit that this book is a good treatment of methods in modern education. Fundamental skills can be taught and taught well by the use of progressive methods. When each teacher is permitted to determine the curriculum experiences of her children the children's needs are often influenced by the teacher's particular interests and fancies and essentials are often neglected.

Teaching methods depend largely upon the teacher and the learning environment. Most experiments to prove one teaching method superior to another fail to show significant differences. Many attempts are being made in the modern schools to make learning more integrative by the use of the long activity unit which cut across and cover many subject matter fields. Integration only takes place in the mind of the learner, the teacher cannot integrate for the learner. It is a question whether these long units make learning more integrative than subject divisions. This responsibility rests on the teacher and is not inherent in the method.

In the field of psychology of learning there already is so much disagreement among the various schools of psychologists that one hardly dares to bring in the progressive-essentialists discussion. The organismic psychology favored by many of the so-called progressives is not fully accepted by many of the psychologists because of the lack of evidence. A guess about the learning processes of the child in the whole learning environment may or may not be better than the controlled experiment in the clinical laboratory or the study of animal behavior. The teacher enlists the aid of the psychologists in solving their many classroom problems.

I am less sure of either extreme as I extend my experience both as a teacher and a parent.

DONALD THOMPSON.

If one were to read the opinions of eminent people quoted in last week's issue of the Crier unthinkingly one would be inclined to believe that the inadequacies of high school graduates now applying for admission to colleges or for positions in offices were due entirely to progressive education.

The essentialists say "our high school students cannot read effectively nor are they proficient in simple arithmetic and English grammar." But these critics have failed to give us data to prove that these miseducated children attended progressive schools. Because really progressive elementary schools are few in number and progressive high schools even fewer at the present time, is it not probable that the children in question attended regular public schools which have been following a traditional course of study emphasizing text-book learning and isolated formal drill in school subjects? Also very few children have had continuous experience in these few progressive schools.

It seems reasonable that we should reserve judgment and base our conclusions as to the failure or success of the progressive or traditional school by going to critical studies and objective reports comparing children from progressive and traditional schools.

These studies are available in current educational publications such as, Melvin, "The Activity Program," Chapter XVI, Hopkins and Mendenhall, "Achievement at Lincoln School," Lincoln Research Studies, and Wrightstone, "Measuring the Attainment of Newer Educational Objectives."

In the report "Achievement at Lincoln School," the authors compared the distribution of college marks attained by Lincoln graduates at Yale, Harvard, Columbia, Princeton, Vassar, Smith, Wellesley, and Bryn Mawr, with a distribution of grades based upon statistics from a representative list of American Colleges—Cornell, Missouri, Harvard, and Wisconsin. Statistics presented warrant the following statements:

"Over a period of years, Lincoln School graduates have consistently obtained a greater percentage of passing grades and a higher median grade on College Entrance Examination Board papers than the total body of graduates who have taken these examinations during the same period.

"In college, Lincoln School graduates consistently obtain a larger percentage of A and B grade hours and a smaller proportion of C and D grade hours than do graduates of other high schools."

Quoting from a recent personal report made by a freshman in the engineering school at the University of Michigan, "I have had a jump on the other fellows here because of my superior preparation." This young man who has made an "A" record during his first year as an engineering student received his elementary and high school education in progressive schools, Greeley State Teachers College, elementary; Lincoln School, Columbia University, elementary; and Montclair State Teachers College, high school.

From our own campus elementary school we get similar data. Reports of the various types of achievement are available but since the progressives and essentialists are not agreed on all values we shall give an example from Reading which both groups agree is important.

The Gates Reading tests were administered at mid-year. Citing one group of children who entered our school in 1933 and have had four and one-half years of continuous progressive education, the scores range as follows:

Lowest Reading Score—Fifth grade sixth month.

Median Reading Score — Tenth grade second month.

Highest Reading Score—Eleventh grade ninth month.

Comparing these scores with the standard median for mid-year of fifth grade, fifth grade month, we find that the lowest child in the group has attained slightly more than the desired grade standard.

It has been my good fortune during the past decade to have been associated with sane and intelligent progressives, our Training School staff. These teachers have always attempted to provide for rich learning experiences which are worthwhile and meaningful to children. They have educational vision and are concerned with the intangibles which have an important part in the developing personality of each child as a social human being as well as the so-called subject matter fundamentals.

Having recently read "The Art of Thinking" in Lin Yutang's book "The Importance of Living" and noting his admonition to be "reasonable" I have questioned the value of stating some of my beliefs regarding "progressivism" and "traditionalism" in education. Just at present I would simply advise, "read Lin Yutang before you assume that you have the one all important, absolute, and universal, truth."

AMANDA HEBELER,
Director of Training.

"Progressive" education merits a vigorous attack. It rests upon strange misconceptions of the function of education, the nature of human beings, the meaning of personality, and the competence of progressive educators. I wonder, though, about the "Essentialists" revolt and the Atlantic City hair-pulling.

Shores says "the progressives have tuned the American educational system to the ability of the lowest class of morons." Kilpatrick and Dewey suggest the term "reactionaries." Miss Thompson hears things "on all sides." The Essentialists charge "indoctrination" and they in turn are evaluated as "such inconspicuous people." Now, this sort of thing is not educational thinking—it is tabloid journalism of the cheapest sort. It is useless name-calling and hardly contributive to either the soundness or the dignity of the profession of education.

Any significant attack upon the Progressivists must consist in pointing out the unsoundness of many of their ideas. This is seriously possible only if we employ the most rigorous thinking to the problems at hand. The important need in education today is not the creation of new curricula, nor the adjusting of the child personality, nor any of the host of issues with which educators concern themselves. These things are important, of course, but we need most to train educators in ways of clear thinking. If the "Essentialists" can insist upon this point, the danger of the "Progressivists" can be reduced. But one thing worse than a maniacal "progressive education" would be a reaction against it in the form of an equally maniacal "essentialist education."

The most simple way to eliminate nonsense in education is to require that educational thinking make sense.

—J. C. TRAINOR

A STUDENT'S REPLY TO THE REVOLT AGAINST PROGRESSIVE EDUCATION

A recent issue of the Campus Crier contained an article, "A Parents' Revolt Against Progressivists in Education," by Dorothy Thompson. It is in reply to this article that the following is submitted.

It hardly seems fair for anyone to make such a broad statement as that made by Miss Thompson in contributing the high percentage of near-illiteracy to the progressive education methods. Although the progressive method of education is growing in popularity, more schools do not apply this method than those who do. We cannot determine the effect of the progressive method fairly unless we judge only the schools that are using

these methods. Any criticisms against the progressivists which are made from generalizations of data on pupils from all schools, many of whom are not using these methods, should, I believe, be much more conclusive.

Miss Thompson says, "First of all, one notices the serious lack of vocabulary." From personal observation in a progressive system one truly finds that vocabulary training is stressed even in the kindergarten. The pupil is constantly encouraged to use new words and, more important, he learns their meanings. He must have a good vocabulary before he can read and when he learns to read he begins to further expand his vocabulary. Today, students on every level do more reading than those in the past did. Thru progressive methods in education the child increases his vocabulary and reading ability by reading about the things in which he is interested. By clever guidance his original interest leads into many fields which he explores by experimentation and thru reading. Library statistics show that circulation is increasing every year. The tendency in reading is toward books of a non-fiction type. The interest which progressive methods stimulate for more reading experiences and for a better vocabulary have surely been an important achievement.

Too many persons have the idea that education should come from hard study of dull, uninteresting subjects. They admit that many of the subjects taught are difficult and uninteresting but feel that this is the only way to gain knowledge. Why? Probably because of the fact that when they went to school they had to learn many things which they were not interested in. No thought was given to the present life and enjoyment of the pupil. He was drilled in those things which were supposed to prepare him for the future. We know that people work much harder on things which are interesting to them. It only seems logical to feel that pupils will study harder and learn more if they are interested in their work.

It may be that some changes will have to be made in the progressive methods of education, but we might say this of any educational methods. Compulsory education for the masses has been in existence for only about 20 years in the United States. We have tried thru our educative methods to make education for the masses one of our ideals. Many systems for expounding these ideals have been tried and public opinion has always criticized each system. We cannot, therefore, expect the progressive methods to become established without criticism being expressed. The only way to prove the fitness of a plan is to try it. Surely no one would expect perfection of methods which have been in practice for a period of less than 20 years. During this period of time many changes in our society have necessitated changes in the educational system. The progressivists have worked conscientiously to try to meet these demands. They are striving for educational methods which will handle the complexity which comes with the desire to give equal educational advantages to the public as a whole. They realize the difficult task which confronts educators today in trying to adequately prepare the youth of today for the place which they must eventually take in society. To be successful they must impress the public with the importance of this task. The progressive methods are so young that there has not been time enough to adequately train teachers to carry out these methods. With the increasing demand for more capable teachers will come opportunities for the progressive methods to be fairly tried.

In any educational methods one can choose individuals who do not seem to make sufficient progress and attain the desired level in learning. One cannot use individual cases in determining the success or failure of the methods employed. A study of this type requires more than individual cases to prove or disapprove its efficiency.

Miss Thompson says that the children show a complete disinclination to tackle any kind of work which does not immediately capture their imagination and interest. This may be true in some cases, but I have never known a child who studied hard, voluntarily, something in which he had no interest. In the progressive program the teacher is not merely a drillmaster. She must be well-educated in many fields with specialized training in her own field. She must be clever enough to guide her pupils so that they will have a well-rounded education. She must be able to turn the child's interests into study of not only one phase of his interest but all phases, so that he will obtain practical, useful knowledge in an interesting manner. I am sure that many of us who learned by memory training do not remember most of the things we once memorized. We do, however, remember things in which we were interested. Why not combine practical learning and interest?

One of the most creditable phases of progressive education is the fact that it necessitates better teachers. Teachers who have a regular program outlined, and who have definite text books to follow in teaching do not have to have as much intelligence,

training, or skill as one who is teaching in a progressive school. The public is always talking of the need for better teachers. I am sure that they will therefore see the good in these educational principles. A nation is only as good as its leaders, and a school is only as good as its teachers.

MORE ABOUT ATLANTIC CITY

By EUNICE FULLER BARNARD

With a message from President Roosevelt indicating that he looks to the schools as a bulwark of democracy in the midst of changes affecting popular government abroad, 10,000 educators opened here today the first formal sessions of the American Association of School Administrators.

Though professional problems were the main subject on the convention floor, hotel controversy over the proposal of the President's advisory committee to permit the use of federal funds for parochial and other non-public schools.

At a meeting of the Resolutions Committee, Harold Loomis, superintendent of schools in Ossining, N. Y., expressed the hope that the committee would not dodge the issue.

"Otherwise," he said, "we lapse into an ineffectual, feeble organization."

Opposition Gains Support

Meanwhile Professor Harold Hand of Stanford University, head of the committee appointed by the independent Social Frontier group to oppose the proposal, received a message of personal support from Frederick Reeder, secretary of the Progressive Education Association, who said he expected his organization to join with the Social Frontier group in its fight. "I regard as unfortunate," Mr. Reeder said, "the proposal to extend federal aid to non-public schools. Such a move sounds to me like political compromising. It is not proper to have public funds expended for schools which cannot be publicly controlled."

Other New York editors were free in their expression of fear as to the effects of the committee's proposal in stirring up religious animosities.

"It is a fundamental American principle," said Professor Ned Dearborn of New York University, "that religious issues be kept out of the public schools. For this reason and because of the growing nation-wide support for federal aid it is extremely unfortunate that the religious question has been raised by the suggestion of the President's committee that federal funds be used for non-public schools."

"Public education and the churches have fared best when the two have been separated. This proposal introduces a contrary principle and can have no desirable effect on church, state or public education."

"Already it is clear that the issue raised by the proposal may arouse animosities and conflicts which will mean the revival of religious prejudice. It would be tragic if the dispute over the proposal caused the spirit of the Ku Klux Klan to ride again."

Helen Keller Is Speaker

At the evening session of the school administrators' convention, Miss Helen Keller, blind writer, congratulated the educators on their efforts to bring life issues into the schools.

"Judging from what I read about experiments in school and college," she said, "it seems to me that teacher

and student are digging into learning warm with the heart-blood of experience. In order to know men, students must investigate life. They must try to find the answers to such fundamental problems as government, wages, the supply of food, clothing and shelter, peace and war."

In much the same spirit, E. W. Butterfield, Connecticut state commissioner of education, urged the teachers to give the percent of children who are not book-minded a training in dealing with machines and people and not with books. With no text book assignments or "home work," they should spend their school day in school shops that will introduce them to social study, physical science, cultural benefits, "information" and industrial processes, he held.

A new status for the downtrodden schoolma'am was demanded by Professor William H. Kilpatrick of Teachers College, Columbia University, at a crowded panel discussion. To increase her professional self-respect and encourage her to a higher plane of service, she should have a share in making the school policies under which she works, he declared, and if she arrives at the top of her profession, she should be paid as much as the school principal.

Moreover, school superintendents and college presidents should be made to feel as answerable to the teachers under them as to the boards of education that elect them, he held.

"In few countries of the world," he said, "are school and college officials given such autocratic power over the teachers with whom they work as in the United States. It is idle to expect better school policies and the attraction to the profession of a higher type of person as long as schools and colleges stand thus on a legal basis of benevolent despotism."

Six Honored for Feats

For the first time at a convention of the school administrators, awards for outstanding contributions to scientific knowledge of education were given this evening by the American Educational Research Association to six specialists in psychology, history and mental hygiene.

Four of the six were or are connected with Teachers College, Columbia University. Dr. Merle Curti received an award for his study of the social ideas of American educators, which appeared in the report of the Commission on Social Studies issued in 1935. Dr. Arthur T. Jersild and Dr. Frances B. Holmes were honored for their study of children's fears, and Dr. Benjamin Brenner for an investigation of the effect of immediate and delayed praise and blame upon learning and recall in third-grade children.

The President's Message

The President's message to the educators said:

"I am glad to send greetings to the administrators of America's schools. The progress of a nation cannot outrun the achievements of its schools."

"Problems of almost unprecedented difficulty face our people today. These problems are the more sobering to Americans because of the changes affecting popular government which have lately come to pass in many other countries."

"In spite of the perplexities, however, one thing stands out clearly. No lasting solution of the crucial issues confronting us is possible except as the people will to live in the interest of the common good. To bring about that will is the supreme function of the schools."

Wanted!

Applications are in order for the position of **SPORTS EDITOR** on the Crier for spring quarter. Sauce Feroglio lost the game of "Tag—You're It" fall quarter, and Jim Lounsberry came through nobly during the winter quarter.

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What Can We Do About It?

(Continued from page 1)

it. Even the grades obtained by the pupil may prove only that he has a good memory, has attended classes regularly, and was polite to the teacher."

Subject Matter Lamented

Not only is the time card system criticised, but in the second place, Hutchins laments the type of courses and the subject matter in our present-day progressive (capital P) education schools. The Chicago public schools are engaged in the commendable task of attempting to determine what a good general education consists of, but in their efforts the board of education put mathematics as an elective because it is too difficult for most high school students—"We realize," says Dr. Hutchins, "that the Chicago Board of Education has confused education with recreation. Progressive educators who believe that the task of education is to discover what the student likes to learn and encourage him to learn it—this is to deny that there is any definite subject matter that is indispensable to general education."

Purpose Not Clear

Not only is the time-organization of the schools awry and the curriculum inadequate, but the purpose of our secondary schools is ill-advised and not clearly conceived. "The four-year American high school does not know whether it should prepare the student for college or for life," Hutchins suggests that since most of our high school graduates do not go to college it is too bad to give these people courses which have an eye on entrance requirements of higher educational institutions. High school education should prepare the student, not for college entrance but to lead a happy, useful life. This is where, it seems to me, the hitch in Hutchins' argument comes in. Since college entrance requirements are now, for the most part, made up of lists of cultural and liberal arts subjects which constitute a general liberal background of so much English, math, language and science, do not such courses contribute a "general educational" background? Hutchins protests against high school curricula going over into the technical and vocational. If not technical or vocational or cultural, what then? But more of this later.

Not Enough People Educated

Dr. Hutchins' fourth criticism of the educational set-up seems to me a very sound one. We do not educate enough people. (Does this seem contrary to things you have heard about Dr. Hutchins' protestations up to now?) Recent social developments,

child labor acts, increased leisure time indicate American youth will not be able to go to work before 20. That suggests that, with the present upward trend in crime that American youth must go to school or to jail—"to concentration camps," Hutchins puts it. An interesting question for those of us who are about to teach (we hope) is asked in this relation: What of those who cannot learn? Hutchins meets this question by saying, "I suspect that the number of children who are really uneducable is far smaller than we suppose. We may be guilty of accusing children of intellectual inefficiency as an excuse for our failure to educate them properly. It is easier for a teacher to say to a boy, 'He is no good,' than to say of himself, 'I don't know how to teach.' The whole failure of our educational system suggests that despite our genius for communication, we do not know how to communicate knowledge to those who want it." Nice, that. Now, what's to do about it—and more especially what does Dr. Hutchins propose? In his own thesis, "What can we do about it?" I am wondering if he knows—but then, I'm "hand-minded"—I must be.

Recommends Reorganization

What then are Hutchins' recommendations? He suggests, first, a physical reorganization. But this reorganization is already in effect in many localities. The elementary years would extend through the first six years of school. The seventh and eighth years would be added to the present high school, but the last two high school years would be "welded" to the first two college years, leaving a sort of junior college arrangement consisting of what is now the junior and senior years of high school and the freshman and sophomore years of college.

Proposes General Education

It is interesting to note what Dr. Hutchins says about the curricula and purpose of this arrangement: "The college that I propose concerns itself with giving a general education." What is a general education, we ask? Dr. Hutchins asks this question too. His answer seems altogether inadequate for one proposing a solution to the thesis, "What's to do about it?" Here is what he says, in part, "What is a general education? We do not know."

"We do not know." But Hutchins says it is not to be vocational or professional or given to research. "It's object will be to train the individual for useful citizenship and the happy life. Since the man or woman who makes money is not necessarily a useful citizen or a happy individual, money making, the first objective of a general education, and since the man or woman who has good manners or athletic ability is not necessarily a useful citizen or a happy individual, these achievements will not be the object of general education." Nor will character building, adds Dr. Hutchins. Then we know what the objective of Dr. Hutchins' plan is not. It makes me think a little of a man of whom I once asked the way to a certain individual's house. He pointed to a yellow and broken house down the road. "Do you see that house yonder?" he inquired. "Yes," I nodded. "Well," he drawled "That's not the house."

What Is To Be Curriculum?

Objectives aside, what is to be the curriculum of the new educational plan? The New Education must train the individual in the use of ideas. A person so trained can lead an intelligent life, make a living, tell the truth, and be a good citizen. How is this training to be accomplished? It cannot be confined to the learning of facts, says Dr. Hutchins, because facts change and become outmoded—there are too many of them to be learned anyway. He states further, "Nor can such training be based upon little imitations of experiences we may have later in life because there are too many possible experiences. It seems to me then that a general education should be based on ideas and the relation of ideas."

Possible Curriculum Suggested

Hutchins suggests a possible curriculum: "The core of such a program might well consist of reading the world's great books. There are not very many new ideas, Plato discussed such subjects as Communism, Nudism, and the difficulty of getting people to pay their taxes. Our colleges do not insist that their students read the great books. They are depriving the student of the cultural heritage of the race."

In an earlier article Hutchins reiterates that education must prepare the individual to see truth thru the fog

of bewilderment of every-day life if a democratic government is to survive the influx of autocracy and facism. To prepare our citizenry then to face national and international crises in present day existence, to think clearly and act bravely and with conviction we shall prepare them by having them read the world's great books? Train them in the use of ideas, using facts merely to illustrate principles and ideas under discussion? But (by inference) not to equip the citizen with a well-organized background of information on the basis of which equipment he may reason and debate? It seems—a bit—screwy.

How About the Universities?

In all this there remains one more question. Since this is general education, what of higher specialized education; what will be taught in the universities? To refer again to Dr. Hutchins—"The university of today is an amazing institution; it does everything for everybody." So the old. Of the new university Dr. Hutchins says "A university's unique task is the advancement of knowledge, not the transmission of general education to the citizenry. Therefore, it should confine itself to advancing knowledge and to the education of those interested in becoming scholars or professional men or in the cultivation of the intellect." Here Dr. Hutchins has gotten himself into a nice predicament, it seems to me. If he is to limit the scope of the university in his plan for new education he will have to define what he means by professional men. Is a doctor a professional man? A dentist? A veterinarian? A highly specialized secretary? A lawyer? An accountant? A schoolteacher? They all term themselves professional people. If they are, how has the above definition of purpose of the university limit it in scope? How is Dr. Hutchins' university different from the old? Are you all mixed up? Well, so am I.

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History Members Attend Conference

(Continued from Page 1)

had to continue her industrial expansion and gain control of the Far Eastern supplies and markets or be subservient to the industrial Western powers.

The most important part of the conference was the round table discussions conducted by the students on four topics: Far Eastern Crisis; Europe, the Clash of Policies and Prospects of Peace; the Economic Readjustment of World Peace; and American Policy, Neutrality, Isolation, or Cooperation? The people of C. W. C. E. who took active part in these round-table conferences were: Mary Ozbolt, who read a paper on "The League as a Basis of Effective Cooperation" and also was chairman of the group on American Policy; Earl Edmundson, who was chairman of the ment, and Grace Walters, who was round-table on Economic Readjustment the secretary of that discussion group.

At the final meeting of the International Relations Club, Seattle Pacific College was selected as the site of the next year's conference—C. W. C. E. having lost the honor by just a few votes. The officers of the International Relations Club of the Northwest for the coming year were elected and they are: President, Haven Crum, Seattle Pacific College; vice-president, Frances Robinson, University of Washington; recording secretary, Mary Ozbolt, C. W. C. E.

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